

# THE KING'S SCHOOL

## EQUALITY POLICY

### 1. Mission Statement

The King's School is committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the School irrespective of disability, age, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex or sexual orientation (protected characteristics). We aim to develop a culture of inclusion and diversity in which all those connected to the School feel proud of their identity and are able to participate fully in school life.

We will tackle discrimination by the positive promotion of equality, by challenging stereotypes and by creating an environment which champions respect for all. At The King's School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit.

### 2. Equality policy in practice

The School operates equality of opportunity in its day-to-day practice in the following ways:

#### Teaching and Learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school population and local community in terms of protected characteristics;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their son's education;
- Encourage classroom and staffroom discussion of equality issues to reflect on social stereotypes, expectations and their impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

#### Admissions and Exclusions

Our admissions arrangements are fair and transparent, in line with the Department for Education Admissions Code, and do not discriminate with regard to protected characteristics.

Exclusions will adhere to Department for Education statutory guidance and will be based on the School's Behaviour for Learning Policy. We will monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and addressed.

### 3. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles; the monitoring and active promotion of equality in all aspects of staffing and employment taking account of the protected characteristics - disability, age, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex or sexual orientation.

All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law.

## **Employer Duties**

We seek to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLR) and when re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

## **4. Equality and the Law**

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act (2010).

### **Public Sector Equality Duty**

Under the Equality Act 2010, it is unlawful to discriminate against a student or prospective student by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to students, and so the school is free to arrange students in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to public bodies, including academies. The School will have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act, 2012
- Advance Equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all protected characteristics – between people who share a particular characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought will be given to the equality implications.

## **5. Disability**

This section should be read in conjunction with the School's Special Educational Needs Policy.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Disabled persons can include those with HIV, multiple sclerosis and cancer (although not all cancers).

In the case of mental illness, the person must demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities. Legal duties include taking steps to meet disabled people's needs even if this requires more favourable treatment.

### **Reasonable Adjustment Duty**

The School will take reasonable steps to avoid substantial disadvantage where provision, criteria or practice puts a disabled student or students at a substantial disadvantage. This duty is owed to existing students and applicants to join the school.

Ultimately it is for a tribunal to determine whether or not an adjustment is 'reasonable'.

This duty is an anticipatory and continuing. By anticipating the need for an adjustment, the school is best placed to help disabled students who join King's. The school is not expected to anticipate the needs of every prospective student but it is required to think, and take reasonable and proportionate steps to overcome barriers that may impede students with different kinds of disabilities.

### **6. School uniform**

School uniform requirements are published in the school prospectus and on the school website. Pupil Premium funding will be allocated to support the purchase of school uniform for disadvantaged students.

### **7. Students with English as an Additional Language (EAL)**

Admission to the school will identify a student for whom English is not their first language. The school SENCO and Head of English will provide additional support if it is required. The progress of EAL students will be monitored via student progress tracking arrangements.

### **7. Roles and Responsibilities**

#### **The Role of Governors**

- The Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the School is fully inclusive to students, and responsive to their needs based on the protected characteristics.
- The Governing Body will seek to ensure that people are not discriminated against when applying for jobs at our School on grounds of the protected characteristics.
- The Governors will take all reasonable steps to ensure that the school environment gives access to people with disabilities, and will also strive to make school communications as inclusive as possible for parents, carers and students.
- The Governors will welcome all applications to join the School, whatever a student's socio-economic background, in line with the protected characteristics.
- The Governing Body will ensure that no student is discriminated against whilst in our School on account of their age, race, sex, disability, religion or belief, sexual orientation, or the fact that they are undergoing gender reassignment.

#### **The Role of the Head Master**

- It is the Head Master's role to implement the School's Equality Policy and he will be supported by the Governing Body in doing so.
- It is the Head Master's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The Head Master will ensure that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head Master will promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- The Head Master will treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

## **The Role of all Staff (Support & Teaching):**

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.
- All staff will strive to provide material, where appropriate, that gives positive images based on race, gender and disability, and that challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and report any serious incidents, drawing them to the attention of the Head Master.
- If an allegation of prejudice, racism or homophobia is made against the Head Master, it must be reported directly to the Chair of Governors and he will make arrangements for an investigation to take place.
- Teachers will support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **8. Tackling Discrimination**

Discrimination, harassment or victimisation on account of age, race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a student's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

**Direct discrimination** occurs when one person treats another less favourably because of a protected characteristic.

**Indirect discrimination** occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying will be dealt with by the member of staff present, escalating to the Head Master where necessary. The school procedures for dealing with bullying and behaviour for learning will be followed where appropriate.

All incidents will be reported to the Head Master and racist incidents will be reported to the Governing Body in each report to the Governing Body.

### **What is a Discriminatory Incident?**

**Harassment** is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person"

**Victimisation** occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act e.g. making an allegation of discrimination.

### **Types of Discriminatory Incident**

Types of discriminatory incidents that can occur are:

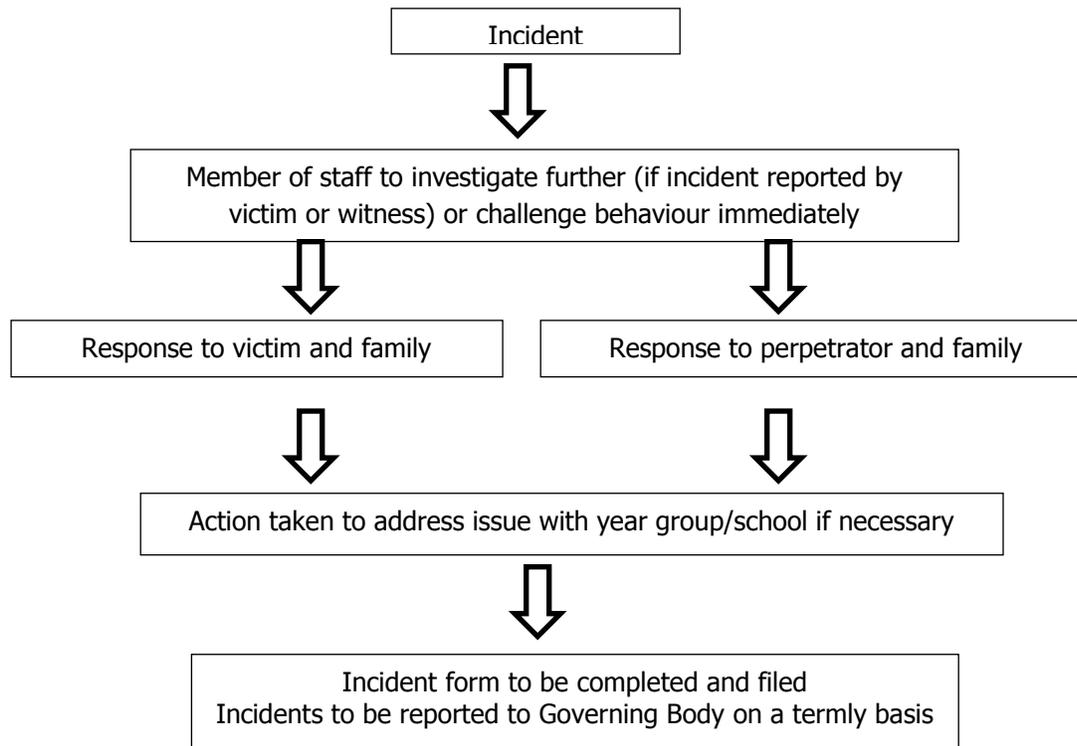
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;

- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### Responding to and Reporting Incidents

All staff, teaching and support, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting is outlined below



### 9. Review of Progress and Impact

The objectives will be agreed by the Governing Body. In line with legislative requirements, we will review progress against our equality objectives annually and review the entire plan and publish objectives at least once every four years.

We will make regular assessments of pupils' learning and use this information to track pupil progress.

Governing Body approval: December 2016  
 Review date: December 2019

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